



Joint Council for
Qualifications

Reasonable Adjustments for GCE A-level sciences Endorsement of practical skills

The JCQ publication *Access Arrangements and Reasonable Adjustments* sets out all available access arrangements. Some arrangements are delegated to centres and do not require evidence of need or a formal on-line application. Arrangements which are delegated to centres include, for example, a bilingual dictionary, colour naming, a prompter, supervised rest breaks and use of a word processor (with the spelling and grammar check disabled). Other arrangements require evidence of need to be reported in a formal on-line application. They include extra time, a reader and a scribe.

The SENCo (Special Educational Needs Co-ordinator) will need to work with teaching staff, and where necessary senior leaders, to determine access arrangements which are both appropriate and reasonable.

Access arrangements can be made available for the following competencies in the Common Practical Assessment Criteria (CPAC).

CPAC 1, 4 and 5

CPAC 1, 4 and 5 are primarily involved with reading and/or writing and are therefore, subject to similar access arrangements to written papers or controlled assessments.

CPAC1 requires candidates to *follow written procedures*.

CPAC4 requires candidates to *make and record observations*.

CPAC5 requires candidates to research, reference and report.

Due to a candidate's disability it may be appropriate for them to have **a reader** to read the written procedures or to have **extra time** to fully absorb the meaning of the written material presented. The use of a reader and extra time are standard access arrangements and are applied for through JCQ Access Arrangements Online, an inter-board on-line system for the processing of GCE and GCSE access arrangements.

Due to a substantial and long term impairment, a candidate may require **extra time** to record their observations or require a **supervised rest break** when writing or typing up their observations. The candidate may be unable to write or type independently and therefore need **a scribe**.

CPAC 2 and 3

CPAC2 and 3 are primarily concerned with manipulative skills.

CPAC2 requires candidates to apply *investigative approaches and methods when using instruments and equipment*.

CPAC3 requires candidates to *safely use a range of practical equipment and materials*.

There will be some candidates who, because of their disability, are unable to access some of the published assessment objectives in CPAC2 and CPAC3. However, access arrangements cannot be made available.

For CPAC2 and CPAC3, the manipulation of equipment is a skill which is being assessed and is a practical activity which must be demonstrated by the candidate. Therefore, a practical assistant is not permitted to perform such tasks on behalf of the candidate.

If candidates cannot demonstrate some or all of the required practical activities then an exemption may be requested. If agreed, an indication will appear on the candidate's certificate showing that not all of the assessment objectives were accessed.

Colour naming is permitted for a candidate who is colour blind. Centres do not have to apply for this access arrangement.